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ABSTRACT

A guide to the planning and implementation of elementary school foreign language (FLES) programs presents statements of opinion and experience in various aspects of program development by a number of experts. An introductory section outlines basic program planning considerations, and a second chapter describes the work of the American Association of Teachers of French (AATF) National FLES Commission. Subsequent chapters address the special planning needs of FLES, immersion, and FLES/FLEX(Foreign Language Experience)/immersion program designs. The chapter on FLES programs contains discussions of objectives, program planning, FLES skills and their development, teacher training and selection, materials, and program evaluation. The section on immersion programs looks at objectives, program planning issues, and relevant research. The discussion of FLES/FLEX/immersion programs presents cautions for each program type, notes on the uses of instructional technology, supervision and coordination, accountability and evaluation, and the National FLES Commission's standards and competencies for effective elementary school foreign language teachers. A bibliography of 14 items is included. (MSE)

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SO YOU WANT TO HAVE A FLES* PROGRAM!

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FLES*= FLES, FLEX AND IMMERSION

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NATIONAL AATF FLES* COMMISSION REPORT

JULY 1988

EDITOR: DR. GLADYS LIPTON

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

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PART I INTRODUCTION

SO YOU WANT TO HAVE A FLES* PROGRAM! You need to deal with the:

Who?

What?

When?

Where?

and

How?

of planning for and implementing the best possible program for your local area.

Within these pages you, the reader, have an opportunity to note the views of experts from across the country. Several opinions are provided for different categories, so that a variety of opinions could be presented. THERE IS NO ONE CORRECT WAY TO IMPLEMENT A FLES* PROGRAM! There are basic threads, basic guidelines, basic ideas, but thoughtful planning has to involve a number of different people's ideas in the school community.

Some of the "MUST HAVE'S" in planning a FLES* program should include the following:

- Long Range Planning and Goals (a minimum of five years)
- Commitment
- Funding - Long Range
- Broad Base of Support

- Fluent, Trained Teachers
- Curriculum, content year by year
- Coordination of foreign language program
- Plans for Articulation
- Materials of Instruction
- Evaluation Design
- Rationale for Beginning Grade, Students, Schedule, etc.)
- Basis for Language Selection
- Advisory Committee
- Plans for Modification
- Parent Involvement
- In-Service for Teachers
- Publicity
- On-Going Feedback
- Others, as required at the local level

Support groups and agencies can provide assistance to teachers, parents and administrators in creating the type of program which will be successful. Unfortunately, in the past, programs erupted in a kind of "bandwagon" approach, without careful planning beyond the first year or so. Some of the reasons for failure in the past have been:

- too rapid growth
- unkept promises
- unrealistic goals
- lack of support of FL secondary school teachers
- lack of lang-range planning

- lack of accountability
- rigidity in methodology
- student boredom
- lack of appropriate materials
- inadequate support of qualified teachers
- few teacher training opportunities
- lack of articulation
- solely a "fun and games" approach
- viewed as an isolated subject
- lack of coordination and supervision
- lack of sequential student progress
- and others!

This time, it looks as if people are asking many more questions, looking at successful programs and defining "do - able" goals.

Good luck! (But remember, in order to have a successful FLES* program, you need more than luck.)

Gladys Lipton
University of Maryland
Baltimore Co. MD.

PART II THE NATIONAL FLES* COMMISSION OF A.A.T.F. (FLES, FLEX IMMERSION)

The National FLES* Commission of the American Association of Teachers of French continues to meet the needs of teachers, parents, school administrators and others by:

1. gathering information on the current state of the art with respect to FLES, FLEX, Exploratory and Immersion.
2. presenting a report to the profession on various aspects of FLES, FLEX/Exploratory and Immersion.
3. offering assistance to school districts, principals, parents, teachers, and teacher trainers who are interested in starting and/or expanding programs of foreign languages in grades K-6. Members of the Commission can assist with planning for all languages in the following ways:

- THE PLANNING OF PROGRAMS IN FLES, FLEX/EXPLORATORY, IMMERSION, GLOBAL EDUCATION, SOCIAL STUDIES/LANGUAGE, ETC., AND OTHER INNOVATIVE IDEAS FOR INTRODUCING FOREIGN LANGUAGE STUDY AT THE ELEMENTARY AND MIDDLE SCHOOL LEVELS
- THE DISSEMINATION OF A VARIETY OF MATERIALS WHICH ARE AVAILABLE
- THE DEVELOPMENT OF CURRICULUM MATERIALS AND COURSES OF STUDY
- THE TRAINING OF TEACHERS AND VOLUNTEERS
- WORKING WITH ADMINISTRATORS AND PARENTS IN PLANNING PROGRAMS
- ONGOING ASSISTANCE ONCE THE PROGRAM IS OPERATIONAL
- ON-SITE VISITS TO SCHOOL DISTRICTS

- ASSISTANCE IN THE EVALUATION OF PROGRAMS
- OTHER TYPES OF ASSISTANCE, AS NEEDED

4. A FLES* PACKET is available to interested persons
5. Previous reports are available from NATIONAL AATF, 57 E. Armory Ave, Champaign, IL 61820:

THE MANY FACES OF FLES* $5.00

THE FLES* SAMPLER OF LEARNING ACTIVITIES $5.00

The members of the 1987 -1988 NATIONAL FLES* are:

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The members of the 1987-1988 FLES* COMMISSION wish to express gratitude to the officers, the Executive Council and the Executive Director of A.A.T.F. for their encouragement and support of this Commission. At a time when there is renewed interest in all types of FLES*, it is significant that the American Association of Teachers of French continues to support (as it has done in the past) the study of foreign language in the elementary school.

PART III SO YOU WANT TO HAVE A FLES PROGRAM!

1.1 OBJECTIVES FOR FLES

Objectives for a foreign language program in the elementary school should include some or all of the following;

--- to enjoy the sounds of a foreign language.

--- to experience success in the acquisition of accent and vocabulary in that language.

--- to hear and say some of the sounds of French, through songs, games and poetry.

--- to take part in some of the customs and celebrations of France and other francophone countries.

--- to learn some common expressions: greetings, courtesies, questions, some basic vocabulary; parts of the body and classroom and/or everyday objects.

In the work that I have done with children ages 5-11, I have found that the first two objectives are perhaps the most important ones and set the tone for later actual learning. In introductory lessons, singing a greeting song and shaking hands all round is the way for all students to feel a part of the learning experience about to happen. Then, saying the children's names as they would be pronounced in French renders immediate success in several ways; the children are saying words--their names--that are very important to them; they are already saying something in the foreign language, i.e., pronouncing "unusual" sounds; their interest is piqued, and the teacher can make a "first impression" evaluation of how each child listens and imitates--what kind of "ear" each has.

Foreign language becomes meaningful to children as to adults, if it is a) very rhythmical, and b) useful. While many French songs are simple for French children to learn, their vocabulary is often too specialized and extensive for non-native speakers. Consequently, I have found that English-language songs that can be translated into simple French are the most successful in generating enthusiasm while adding vocabulary.[1] Short rhythmic "comptines" allow a child to "play" with the sounds, as well as memorize easily. Lists of the days of the week, colors, numbers can be learned this way. Yvon Plourde of Quebec has assembled a collection of "Poèmes, Comptines, et Chansons" set to an accompanying cassette of rhythmic percussion and bass, called "rap." I have found it very useful in teaching comptines, and a lot of fun.

Conversations which are useful to young children can be different from those useful to adults. Excerpts from fairy tales have proven to be successful and fun to act out, such as the arrival of "le loup" at the home of " grand-mère";

"Toc, toc, toc"
"Qui est-ce?"
"C'est moi"
"Entrez"

Or " le loup" at the home of one of the three pigs;

"Toc, toc, toc"
"Laisse-moi entrer, mon ami,"
"Ah non,non, jamais, grand méchant loup!"

or the conversation among the three bears;

"J'ai faim"

" J'ai très faim"

"J'ai aussi très faim" followed by a taste of la bonne soupe and

" La soupe est chaude"

"Oui, la soupe est très chaude"

"Oui, oui, la soupe est très chaude" and so on. These conversations are then used in other situations in the child's life both in the classroom and at home, with delighted reactions from both teacher and parent, thus reinforcing the child's own enthusiasm.

In the elementary school we are teaching versatility of pronunciation--what the children learn how to do at a young age they will be able to transfer to any language they learn at a later date. They will lack the fear to attempt new sounds, and thus be more able to acquire facility in other languages.

1. Examples: "La tête, les épaules"--Head shoulders, knees and toes

"Elle descend de la montagne, à cheval"

"She'll be coming 'round the mountain"

2. Musicabec, by Yvon Plourde. Les Entreprises Culturelles Enr. 399, rue des Conseillers, La Prairie, Quebec J5R 4H6

Phyllis Whitten
Montessori Center of
Shrewsbury, MA.

1.2 OBJECTIVES FOR FLES

When beginning your FLES program, you should first state your general goals for the entire program; then you may want to state more specific goals, grade level by grade level.

One of your objectives might be to reach the child at the age of his/her greatest potential for language learning. Generally speaking, we look to develop a student who will be culturally aware and appreciative of the worth of all peoples as well as one who is skilled in the target language.

Will your program be a feeder program to a specific junior or senior high school level program? If so, it will be important for you to establish clear communication with and a smooth articulation to those programs. This could be stated in your objectives.

If you will not be sending your FLES students to one specific secondary school, you still ought to have a smooth articulation from one level of your program to the next. This will aid your students in the transition to new programs.

You might state that you expect to produce a student with the skills and motivation needed to continue with foreign language study on the secondary level and on into college.

Helene R. Ashwell
The Independence School
Newark, DE.

2.1 PROGRAM PLANNING FOR FLES

After a decision has been made (by parents, school personnel, school board) that the inclusion of a foreign language program in the elementary school merits investigation, certain steps are indicated.

1- Decide who will be on the investigative planning committee.

2- Decide who will be invited to advise in specific areas.

3- Identify the topics to be investigated.

4- Identify existing programs. Plan investigative procedures:

   a- visitation

   b- phone surveys

   c- mail surveys.

5- Determine the advisability of local surveys:

   a- school personnel

   b- community

6- Divide topics into sub-committee tasks.

7- Establish preliminary time lines for:

   a- Committee tasks

   b- submission of final report

   c- implementation of the FL program.

8- Assemble information into a report suggesting program design, pilot program design, and possible time lines for implementation.

9- Present the report to the Board of Education at a meeting with as many interested supporters of the proposed FL program as is feasible.

One of the first steps in planning an elementary school foreign language program is to identify all of those who are going to be affected by the inclusion of such a program in the curriculum. Any number of problems which may arise in years to come can be avoided if these individuals or groups are involved in the initial developmental stages.

Among those to be included in the planning are:

classroom teachers

elementary school principals

high school and junior high school FL representatives or department heads

PTA or parent groups

superintendents and financial administrators

counselors

school board members

FLES experts

state FL supervisors

local community and business leaders

(All of these groups may not be involved at each step of planning the program.)

The impetus for the inclusion of a FL program in an elementary school may come from either school or parent groups, but the initial official investigative committee needs to involve, at least, classroom teachers, elementary school administrators, high school FL department representatives, parent

representatives, and a consultant with FLES experience. The group may be expanded to include others as either their interests or their expertise dictates.

Planning Committee topics may include:

rational for inclusion of FLES
goal setting
languages to be taught
available materials
teacher supply and criteria for selection
administration and coordination of program
avenues of articulation with succeeding levels
space
funding
fit in the curriculum
fit in the school day
time allocations
community support
grade level beginning
various program designs

The Planning Committee must be aware of the implications in setting goals--of the role goals have in determining program design; however, choices among FLES, FLEX, and Immersion depend not only on program goals, but also on district budgetary constraints, space available, demographic configuration of the district, possibility of hiring new classroom teachers (for

Immersion) or specialist teachers (FLES), and the chances of community support for specific programs.

Planning the program, of whatever design, involves intrinsic and extrinsic factors, some of which may fall into the province of specific teachers or administrators. Intrinsic factors concern the goals, the content, materials, language, students to be served, integration with other curricular areas, time allotment, teacher selection and coordination, etc. Extrinsic considerations involve such concerns as funding, space allocation, and scheduling. All of these factors need to be considered by the Planning Committee as a whole, even though some considerations, such as funding, may not be within their purview. Consensus on some of these factors may be less important than the agreement of those who have knowledge of the factors and have the ability to organize or control these factors.

Articulation, the fit of the program with the FL program which succeeds it, has both intrinsic and extrinsic aspects (see Cautions) and must be dealt with from the initial stages of program planning. It is vital that all of those who will eventually deal with the FLES "graduates" be involved in the planning of the program.

The investigative planning committee needs to become informed first about existing elementary school FL programs. If there are programs in the area, visitation is helpful, but

investigation should not be limited only to local program types. Every existing program has dealt with most of the problems identified by the Planning Committee and can suggest many more which the Committee may not have envisioned.

When the Planning Committee has investigated all of the above and determined general program design, they are ready to establish plans for a pilot program. Testing all of the ingredients of the FL program on a small scale, allows any number of changes to be made, disrupting the fewest number of people and schedules in the process.

Virginia Gramer

Hinsdale, ILL.

2.2 PROGRAM PLANNING FOR FLES

FLES programs, in general, concern grades K-6; meet for 20-30 minutes two to five days per week. These programs stress the four language skills of listening, speaking, reading, writing. In planning your program, keep in mind the age range, size of classes, number of classes and foreign languages you hope to offer.

Will your classes be a single grade level or will you mix first and second, third and fourth, etc.? Will you begin your program at the kindergarten or first grade level and build on it year by year or start an across the grades program all in one year? It may be best to start at the earliest grade level and advance the program a year at a time if staff and funding allow. If not, it is possible to begin an entire program in one year.

The number of students in each class will, of course, depend on the size of your school and staff. Needless to say, in a FLES program, smaller is better. The more students you have, the less opportunity each child has to actually speak the language each class session. You may have as few as 8-10, but no more than 15-20.

Will you be offering just one language (French? Spanish?) or several? If you are offering several, how will you decide which student takes which language? If you make it strictly elective, the numbers may vary from year to year. However, Spanish is

presently the most popular foreign language choice. Will your students choose a language upon entering your program and stay with that language through grade 5-6? If you do not wish to offer the programs as elective, you may choose to use the same criteria of ability grouping that is used for your reading program and designate one language per reading level.

At the Independence School (a pre-school - 8th grade school in Newark, Delaware), we offer a FLES program in grades 1-5 to all students, giving them a choice of French, German, or Spanish. The students/parents are free to choose one of these languages upon entering the school and are asked to remain with that choice through grade five. Classes are limited to 15-20 pupils and many must take their second choice, but very few complain. Grades one and two meet for 20 minutes twice a week; grades three, four and five for half an hour twice a week. The curriculum is sequential with basic vocabulary presented in grade one, repeated and expanded in grades two through five. Reading and writing are presented in grade three, repeated and expanded with the use of textbooks in grades four and five.

Do you plan to work your program into the current school schedule rather than opt for an after-school program? If so, will you have to drop or reduce the time of another program? How will you staff your FLES program? Will the teacher(s) be regular, full-time classroom teachers who must adjust their schedule to the program or will you bring in additional people?

Will these teachers be full or part-time? If you will have several teachers implementing the program, will you require each one to use the same methods and materials? Will they have to be re-trained for the elementary - middle school age child? Who will do the training and where will it take place?

NOTE: Before beginning your program, attend as many conferences or workshops as possible and talk to colleagues.

How will you choose your students for your FLES program? At Independence, we feel that all students should be exposed to the joy of learning a foreign language. We offer FLES classes in French, German, or Spanish to all of our students as an elective.

If you decide to offer your FLES program to all of your students, you should consider whether you want homogenous or heterogenous groupings. Both have their advantages. If you opt for mixed ability grouping, you must be aware of the various learning patterns in your groups.

Today's pupil wants to be entertained and participate. Your classes should be fast-paced and varied. The FLES age pupil enjoys hands on, action-oriented lessons. They love to give and follow silly directions, dress-up, and role-play. They need and want to participate actively each class period. Of course, you will always have the shy ones who would rather listen and watch. Be patient with them; they are learning, too. When they are ready, they will participate.

Some people may want to offer the program only to gifted students. I strongly believe that every child is capable of learning a foreign language!

2.3PROGRAM PLANNING FOR FLES

There are several key questions to be asked when planning a FLES program: what age to start it, who is going to teach the language, what is going to be taught, and how much time will be give to language teaching.

Two of the major goals of a foreign language program are the acquisition of a good accent in the chosen language, and the overcoming of the any latent fears of saying foreign sounds. Frequently children of middle school age will not attempt unfamiliar pronunciations for fear of being laughed at. Therefore, the younger a child starts learning a foreign language, the more naturally she/he will speak it. Kindergarten is not too young to start oral work, such as, in French, "conversations et comptines." It is well know to teachers and parents, that all children love to make sounds--all kinds! Channeling the energy of sound-making yields versatility of pronunciation and general enjoyment of language. A roomful of children say the "tr, tr, tr" part of "entrez" is not noisy, and is good practice! Words of a foreign language are really synonyms of those they have learned in English and could, on occasion, be used interchangeably.

Enthusiasm, confidence in the use of the language, and knowledge of resources are prerequisites for the teacher whether or not the teacher is a native speaker. If a specialist teaches

the language, it is helpful if she/he has some idea of what the children are doing in their other subjects, so that there can be some overlap and reinforcement, one of the other. For example, if animal families are being studied in science, their names can be taught in the foreign language, perhaps even using the same materials that are used in English language work. The classroom teacher should, if possible, stay in the classroom during the language lesson, not only to learn, but also to be able to follow up and reinforce later what the specialist has introduced. The children who are particulary quick at languages can be identified and asked to lead the class in review. The specialist should also leave some follow up material for the class to use at other times--a tape recording of the song taught, words and pictures to match up, or an illustrated booklet of the conversation taught, which can be "read" by the children.

If the classroom teacher is also teaching the foreign language, she/he can insert informally throughout the week what was taught in a formal lesson. In the upper primary level, classroom objects can be labelled in the language, as can the months and the days of the week. Simple actions can be written near where they take place--(for example, "je taille mon crayon").

In a lower primary classroom, most of the language work will be oral, and games comprising simple commands (fermez la porte--ouvrez vos livres) can be used to reinforce vocabulary. Little conversations and short poems such as selections from fairy

tales, poems about the weather, with gestures, interchanges about buying things, and finger plays all can also be used by the children in contexts other than that of the language class.

Planning a program of foreign language is, unfortunately, limited by the constraints of time. A small amount of time every day would be ideal, yet even in one hour a week, in half hour segments, much can be accomplished. It is the rhythm, intonation, pronunciation and gestures of a foreign language that are being taught, as well as its vocabulary, and eventually, its grammar.

Phyllis Whitten
Montessori Center of
Shrewsbury, MASS.

2.4 FUNDING FOR FLES PROGRAMS

In conjunction with the University of Denver's Foreign Language Department and the Colorado Department of Education, I received a federal grant from the U.S. Department of Education. This grant is for a project which demonstrates how an effective FLES program can be established in a school with very little additional funding on the part of the school district. The model enables schools to participate in a second language program without having to hire additional personnel to implement a FLES curriculum, which is usually the largest additional expense when a new course of study is initiated. However, the school must be willing to subtract a small block of time from other subjects to provide space for FLES. This can be dealt with on an individual basis depending on the overall curriculum in a school. It would be up to the school to decide where it would alter the existing classroom schedule in order to allow approximately 15 minutes a day, three times a week for FLES to be taught. The out-of-pocket cost to a school district would be: (1) the expense of bringing in a workshop presenter to train personnel in the methodology of teaching a second language to elementary students; and (2) the expense of purchasing materials to accompany whatever curriculum guide is chosen. The following is a description of the funded program which can be replicated, cost effectively, across the nation.

The U.S. Department of Education-funded grant entitled "A Project to Improve the Teaching of Foreign Languages in Colorado

Elementary Schools," is for a pilot program to train 20 bi-lingual elementary school teachers to teach their second language. The project revolves around a basic FLES curriculum which has been written expressly for this endeavor. The participating teachers are located in 15 different elementary schools in 8 school districts around Colorado. The 20 teachers, who speak either Spanish or Japanese, come to the University of Denver for a full day Saturday workshop once a month for 10 months. There, they receive FLES methodology training from highly qualified experts. They then teach the curriculum to their classes for 15-20 minutes a day throughout the school year. Field Coordinators, geographically located near each of the 15 schools, have been appointed from Colorado's recognized leaders in foreign language teaching. Each one has been assigned to 5 of the participating bi-lingual teachers for on-site observation visits and for on-going consultation services. In addition, videocassettes are being taken of the teachers in their classrooms. These videocassettes are reviewed and critiqued by the curriculum writing committee and by the field coordinators. By February, 1989, this pilot teacher training program will be completed and the total packet of information, curriculum guides, and material will be available for dissemination.

Eleanor R. Hoffman,
University of Denver,CO.

3.1 FLES SKILLS DEVELOPMENT

The development of skills in second language for a twenty to thirty minute FLES class needs to be developed in the same manner students acquire the skills in their native language. Grammar does not need to be taught in order to teach a second language to elementary students. Students need to listen to the language before they are expected to read and write it.

Listening. Elementary students can acquire a second language if it is spoken to them in communicative situations. Therefore, they need to listen to the target language often in communicative and enjoyable situations. Language learning is not diminished with silence; language is being processed even though the students are not repeating it.

Speaking. Students should not be forced to speak. They will speak when they are ready to speak. When students speak, it is important that the vocabulary presented in context so that the language will be taught in context. The teacher needs to model what the students are expected to repeat using normal intonation and natural language. When practicing dialogues and basic material students should repeat and recite chorally, part-chorally, and individually. Students should not be asked to repeat the material individually until the material has been practiced at least five times. As the students become familiar with the material, situational changes can be made to expand the

vocabulary and use of the language.

Reading. Reading a second language should only begin when the students have an adequate vocabulary. The printed word should never be used to introduce language. The introduction of language should be done orally first. In the beginning stages of reading a second language, the experience approach is a practical and workable method of instruction. By using experience stories which are created by the students but written by the teacher, the students are reading words that are a part of their active vocabulary. When the experience stories are written on sentence strips, the students are able to manipulate the language to change the situations of the stories.

Writing. Writing should be, and generally is, minimal on the FLES level. Copying, which helps the students to learn the sound/symbol correspondence of the target language, is the first stage of writing. Experience chart writing is an excellent means to teach writing. As in using the experience stories in reading, experience charts allow students to use language that they have already practiced in listening, speaking, and writing. Students are able to manipulate the words which can be used to create new stories. In order for the students to be able to this, they not only need lists of words, but they also need context. After the students have created new sentences, they can manipulate the sentences to write paragraphs of their own.

Culture. Culture should be brought to the forefront of the language class. It should be reflected in the content and activities of the class. Aspects of cultural behavior such as a handshake or the use of the finger for counting can and should be tied to the teaching of language. When presenting culture, teachers should first focus on the similarities between the native and the target cultures before proceeding to the differences. Furthermore, culture should be presented as an ever-changing phenomenon.

The development of skills at the elementary level are similar to the language acquisition process in the first language. Students need to listen numerous times to the target language in communicative and natural situations. They should not be forced to speak until they are ready to do so. To avoid interference with their native language, the development of the reading and writing skills should be delayed until the students have acquired a firm foundation in the listening and speaking skills. Finally, culture should be presented informally as well as formally in conjunction with the teaching of language skills.

Philip Korfe

Sioux Falls, SD

3.2 FLES SKILLS DEVELOPMENT

Though the basic steps in first language learning are listening, speaking, reading and writing, this natural sequence of skills does not necessarily develop automatically in a school setting. It is generally acknowledged that most FL classes, at any level, have not tended to provide enough exposure to listening before student reproduction or response is solicited. If language is to emerge naturally, listening skills need to be developed and listening time planned as carefully as the scope and sequence of content. Though this period is necessary, both to give students security and to provide the raw material for future speaking exercises, the term "listening" does not imply that students are merely passive receptors. Listening and understanding = student non-verbal action. That action may consist of a response to commands requiring physical movement or a response in a game indicating understanding or recognition of nouns, adjective, or phrases.

In a well planned program, listening time does not mean that children will sit mute for any given number of minutes, hours, days or months and then emerge, like butterflies, into a speaking mode, leaving the listening time behind. There is no formula, no prescribed time allotment for the development of listening skills.

There is also a common misconception that listening time

exists only at the beginning of a program, and that students' ease with oral expression indicates the end of listening time. Listening time is a vital component at all levels. Students may be involved in very free flow oral communication on one subject and still be engaged in listening time on another. Listening in one area overlaps oral expression constantly. ex. listening (LT)--oral exp (OE) topic1 ;

LT--OE topic 2

LT--OE topic 3

LT--OE topic 4

It is desirable that speaking evolve spontaneously from the listening period, but in reality, teachers must usually plan to elicit responses from students, in first, as well as in second language classrooms. Encouraging oral expression is far easier if the content of the student message is real communication. To some extent, certainly, the students' desire to respond is the result of effective teaching techniques, but choosing content which is in tune with students' interests not only facilitates the learning process but validates, for the student, the value of language study as providing the ability to send real message in another code.

The fear that the introduction of reading in the elementary grades will distort pronunciation is a valid one only if reading is introduced as an isolated entity. If students see in printed form, initially, only what is in their speaking vocabularies,

possibly a song or poem which they know, they will only be exposed to a very controlled association of symbols with sounds: if they are then introduced gradually to sound-letter correspondences in very familiar words, the introduction of reading will not pose a threat to pronunciation. Obviously, reading can be introduced more quickly in some languages than in others.

Limited writing practice, such as slot fill-in and simple dictées complement reading. More sophisticated reading and writing skills should evolve from controlled reading and writing practices, paralleling the cognitive development and the learning patterns of the age group. The abstractions of grammar are better postponed until their introduction is time effective.

Virginia Gramer
Hinsdale, ILL

3.3 FLES SKILLS DEVELOPMENT

The development of skills in a foreign language depends on three things: familiarity with the sounds of the language, competence in use of the vocabulary and expressions of the language, and confidence in speaking whatever vocabulary one knows. For young children, using French as the foreign language, short "comptines" or conversations such as the following provide the opportunity to develop these skills:

Bonbons, biscuits, Madame, entrez
Bonbons, biscuits, Madame achetez
Bonbons, biscuits, Madame payez
Bonbons, biscuits, Madame, sortez!

The vocabulary is near and dear to the heart of every child, so there is immediate use of the words. The sounds of "on", "ui," "or," and "tr" are unusual to beginners, and can be practiced for fun in isolation, especially with preschool and primary children. With upper primary children, the sounds can be written out, too, to recognize visually as well as orally. To help with memorization, gestures can be taught, and the whole comptine can be acted out by pairs of children. Two of the four verbs, (entrez/sortez) are easily transferable to other situations. This should be pointed out by the specialist, and reinforced by the classroom teacher, or, if the latter also teaches the foreign language, she/he could use the verbs on a daily basis. Thus the children are <u>using</u> the foreign language,

with correct pronunciation, and with the certainty that they are using it appropriately.

At this point the teacher can expand on the original comptine, adding new nouns or verbs such as the following:

"Que voulez-vous, Madame? (Monsieur, Mademoiselle)"

"Je voudrais des bonbons."

"Voilà des bonbons."

"Merci." and so on.

"Toc, toc, toc"

"Qui est-ce?"

"C'est moi! Je voudrais des biscuits!"

"Entrez!"

Different categories of words can be used in the line "Je voudrais....", emphasizing new sounds each time--the "a" of "radis" and "carottes", or the "oi" of "petit pois" and "noix."

Teaching rhythmic questions and answers also helps to develop familiarity with and facility in a foreign language. One of Yvon Plourde's "chansons" [1] is based on the rhythm of "Sur le Pont d'Avignon", and consists of verses stating what "matérial scolaire" has been lost: "J'ai perdu mon crayon/Nous te le retrouverons." In an upper primary class I teach, this dialogue has been taken over as conversation among various students. Consequently, the verse, "J'ai besoin d'un crayon" "Ah! nous vous le chercherons" or "Ah! Nous vous le donnerons," all to the same

rhythm. Whenever possible, the expressions taught in one context should be used in other classroom situations, so as to set the expression in real life. The teacher can "lose" an item, for example, and solicit appropriate student response. Many vocabulary words can be learned in this fashion.

There is never enough time for foreign language in an elementary classroom. However, if at the beginning of each class, the teacher spends a few minutes going over pronunciation of the previous lesson's words and expressions, the children will begin to internalize the sounds. If the teacher reinforces any child's offering of expressions previously taught with enthusiasm and praise, and gently corrects any mis-use of words, the children will learn appropriate use of the language. If the vocabulary and expressions are continually placed in useful contexts, the children will be enabled to speak more easily and confidently.

1. Yvon Plourde. Musicabec, Les Entreprises Culturelles Enr. 399, rue des Conseillers, La Prairie, Quebec. J5R 4 H6

Phyllis Whitten
Montessori Center of
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4.1 THE FLES TEACHER: COMPETENCIES AND TRAINING

A good FLES program requires good FLES teachers, and teaching children, as we all know, requires special skills. The preliminary report of the Commission on Professional Standards of the AATF assesses teacher competency in terms of seven broad, but essential components: Culture, Language Proficiency, Linguistics, Literature, Methodology, Professional Concerns and Curricular Implications. Using these categories as guidelines, I should like to examine the special competencies of the able FLES teacher.

Assuming that all language teachers should meet the standards of excellence defined in the report, there are still ways in which the FLES teacher needs to have a different body of knowledge than the teacher of adolescents or young adults. This is particularly evident in teaching culture to young children. Not only must the FLES teacher transmit cultural differences and similarities with tact and conviction, but she/he needs to know what is appropriate to the lives of children in the culture of the language. This can be as simple as knowing what children eat for snacks or what they read for pleasure to whether they still play traditional games in the schoolyard. Times change and the culture of children changes too.

Of course, the FLES teacher needs to be aware of the diversity of cultures within the linguistic area. Maintaining a

multi-ethnic and global perspective is essential. When dealing with children this can be achieved in so many ways: celebrating festivals, learning dances, cooking foods from Francophone countries, making puppets or other culturally significant objects, and bringing parents and children with ties to Francophone countries into the classroom.

The FLES teacher must be language proficient in a special way as well. Language reflects social attitudes and the FLES teacher makes important decisions about what language to use with children in the classroom. This requires more than good pronunciation and general fluency. The FLES teacher must have a sensitivity to and a knowledge of the ways in which adults and children, teachers and children and children among themselves, go about communicating. Knowing the current language of young students can also make a classroom entertaining and up-to-date.

In addition to being familiar with the research in linguistics and second language acquisition, the FLES teacher needs to have an understanding of how children acquire their first language. This can be especially helpful to the teacher who is dealing with children who may not yet have completely mastered the intricacies of their own language.

The FLES teacher will naturally be acquainted with a wide variety of teaching techniques, with the material and the technology available and will be able to adapt teaching

strategies to the requirements of the age-group she/he is teaching. Young children may have trouble with computers; 5th graders adore them; 7th graders already know how to use computers to help them with specific tasks. Lots of TPR activities are wonderful for younger children; the FLES teacher must know when and how to use them with older children.

Many decisions about what to do and to use in the classroom will depend on what the FLES teacher knows about how children develop and how they learn. Not only do children learn and behave differently at different stages in their lives, but individual children can exhibit significant differences in their learning styles. Some are visual, others oral, some need to have the teacher beside them, some work best with a classmate, others independently. The FLES teacher needs to be sensitive to these variations.

Books are a large part of the life of elementary school children. Telling stories with picture books, choosing the right poems, having a library of attractive books for children to browse through enhance the FLES classroom enormously. The FLES teacher needs to become familiar with the literature for children and, of course, with the best available records, cassettes, films and video-tapes.

Like the early childhood teacher, the FLES teacher must be alert to the needs of children and adept at classroom management. Resolving conflicts, managing stresses and difficulties are very much a part of the FLES teacher's life. Beyond the classroom, the FLES teacher must develop skills to handle parents and parent

involvement. Maintaining an informed and positive relationship with parents is essential to a smoothly functioning FLES classroom.

It is clear from these considerations that teacher-training for FLES teachers must also be different. Special attention needs to be paid to child-development issues, to creating age-appropriate curricula, to finding and developing materials and strategies for teaching that are right for elementary school children. Courses in child-development, in first and second language acquisition, in researching and creating materials and in developing curriculum should be included in the training of the FLES teacher. In addition, familiarity with the home and school lives of children in Francophone countries would greatly enhance the teacher's ability to transmit authentic language and culture to children. This can be achieved by encouraging new and experienced teachers to spend time in a French-speaking environment with a special focus on children. Lastly, because there are still so few of us, FLES teachers tend to work in isolation. It is hard to know where to turn for information, guidance, resources, training, for new ideas in general. Schools and institutes, professional organizations, networks of FLES teachers and administrators can help keep the teacher up-to-date and happily involved in the profession.

With such a background, plus the full range of competencies outlined in the AATF report, the FLES teacher will be ready to meet the challenge of preparing today's children for tomorrow's

world.

SUMMARY

Recommendations for FLES teacher competencies

1. Knowledge of culture as it related to children's lives

2. Sensitivity to multi-cultural values in the classroom.

3. Language Proficiency that is right for the relationship between teacher and children.

4. Knowledge of how first and second languages are acquired.

5. Familiarity with the materials and teaching strategies appropriate to children.

6. Sensitivity to variations in learning styles.

7. Knowledge of the literature and music for children.

8. Strong skills in classroom management and parent involvement.

Recommendations for FLES teacher-training

1. Courses in child-development

2. Practice in creating curricula that is age-appropriate.

3. Courses in first and second language acquisition.

4. Opportunities to do research in and to create materials for use in the classroom.

5. Opportunity to observe children in a French-speaking environment.

6. Increased networking possibilities between FLES teachers and administrators everywhere.

Myriam Chapman

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4.2 TEACHER COMPETENCIES AND TRAINING

Foreign language teachers who are to teach in an elementary school program where youngsters are pulled from the classroom to receive language training, must have functional proficiency, both oral and written, of the target language. In addition, they need knowledge of the target culture and how to teach it. This implies multi-ethnic and multi-cultural sensitivity on the part of the teachers. Knowledge of the elementary and the middle school curriculum and methodologies for teaching elementary school youngsters, in general, is essential. Teachers also need knowledge of the application of linguistics relevant to the linguistic goals of the program model, knowledge of child psychology and child development, and knowledge of first and second language acquisition principles. Teacher candidates must have the ability to work effectively with children, a knowledge of the rationale for teaching foreign language at this level and the ability to communicate this to others. They need a special ability to establish rapport with colleagues, parents and children. They should have knowledge and understanding of the American elementary school setting. They must be skilled in classroom management techniques and in the techniques of conflict resolution. They need to be willing to continue to understand research relevant to the teaching of foreign languages in the elementary school. They need near-native proficiency both oral and written, in English.

Although I agree whole heartedly with these competencies and would certainly defer to them as the major part of comments on teachers, I would add the following comments. It is difficult to find teacher candidates who embrace all of the competencies necessary to be effective elementary school teachers. As the person who is responsible for hiring new teachers to the elementary school program I would suggest that there are some competencies that are absolutely necessary prior to becoming an elementary school foreign language teacher and others that can be built upon by the program director or by the teachers' participation in state, local and regional conferences as well as participation in national training institutes or university courses. In my opinion, it is absolutely necessary that the elementary school teacher candidate have functional proficiency in speaking, listening, reading and writing in the target language and a fairly thorough knowledge of the target culture. I would prefer to hire a teacher who has studied abroad and would certainly attempt to ascertain whether the candidate would be willing to travel aboard. I believe that if a candidate can demonstrate through course work or personal experience involvement with children in the elementary school, then they are likely to be able to build upon that knowledge in teacher training or in professional development activities.

I also believe that it is the responsibility of the school system to provide, ideally, weekly seminars for elementary school foreign language teachers. These seminars would focus on recent

developments in the child psychology, child development, second language acquisition, emerging methodolgies, both in foreign language and in elementary school studies and building public relations techniques.

I also believe that through an ongoing program of professional development, elementary school FL teachers should work with middle and high school FL teachers on a regular basis. They should be expected to develop curriculum and articulation with teachers of foreign language at other levels. I think that it is important that teachers who are planning to teach elementary school classes have had some knowledge or experience teaching foreign language at other levels. In a plan for ongoing professional development for foreign language teachers in the elementary school, the district coordinator would be responsible for occasionally assigning elementary school teachers to other levels so that they become familiar with the entire program. I think it is essential that elementary school language teachers become an integral part of the elementary school culture. They are normally expected to teach many classes during one day and sometimes travel from school to school. I think the coordinator or the personnel director in the district needs to be aware of the demands on the elementary school language teacher and build time into their schedules so that they can interact with other elementary school classroom teachers. Not only do they have to have a thorough understanding of the curriculum in foreign languages, but they need to understand the elementary school

curriculum in general and be able to participate with classroom teachers in training that is essential to the district. Today, they would have to understand the concepts of cooperative learning, issues surrounding critical thinking skills, the writing process as it applies to English language arts and possibly to foreign languages, and most importantly, perhaps, they need a thorough understanding of the elementary social studies curriculum.

I believe that all of these elements are essential if districts are to have successful programs. The caution that I would add for this particular section is that we nurture the foreign language teacher after he or she has been hired and we have determined their competencies because competencies do not last unless they are constantly reinforced. If districts cannot provide some kind of ongoing in-service or the opportunity for teachers to participate in local, state or national conferences, then I have some questions as to whether programs have a reasonable chance for success.

Christine Brown
Glastonbury, CT.

4.3 THE NATIONAL FLES* INSTITUTE

With the assistance of a grant from the U.S. Department of Education, The NATIONAL FLES* INSTITUTE for elementary and middle school teachers of Foreign Languages will be held at the University of Maryland/Baltimore County. This Institute, directed by Dr. Gladys Lipton and Dr. Robert Sloane of U.M.B.C.'s Modern Language Department, will train fifty (50) French and Spanish teachers in upgrading foreign language skills and contemporary culture, as well as pedagogical skills essential for this level of foreign language instruction. The Institute's participants will reside on campus for eighteen days, and will be urged to use the target language at all times. They will have access to the university's satellite broadcasts from Canada and Mexico, as well as an extensive FLES* Materials Center. Each participant receives a stipend of $500.

The content of the Institute will deal with contemporary culture, with particular emphasis on children's daily life, school, family, leisure time activities, etc. The pedagogical components deal with all types of FLES* programs, including standard FLES, FLEX/Exploratory and Immersion. It is open to elementary and middle school teachers who have had at least two years' experience teaching at this level, and wish to refine their skills and to become acquainted with the newest trends in this field. This FOCUS ON FLES National FLES* Institute will be held July 12-29, 1988. As a result of this teacher-training experience, the directors will produce a handbook detailing the highlights of the experience as well as the follow-up activities. The handbook will be available to interested teacher-trainers in January, 1989.

5.1 MATERIALS

Foreign language teachers in the elementary school have always exhibited tremendous creativity in the use of materials. With the exception of the early and middle 1960's very few materials for the teaching of foreign languages in the elementary school existed. Today, we find the publishing field somewhat interested in the elementary school program. Of course, no publisher can come up with the ideal program because there are so many program models. Certainly, in the case of immersion in languages such as French and Spanish, we have the opportunity to purchase materials from abroad. We can look to Canada for materials that are appropriate for teaching French immersion and we have many contacts in the US, Mexico and Spain for materials that dovetail into the U.S. curriculum.

In the case of the more traditional foreign language program in the elementary school, finding materials is more difficult. One of the reasons publishers have difficulty in creating materials is that programs begin at different levels in the elementary school. Some districts begin language programs in Kindergarten, some in third, some in fifth, and some in sixth grade. Since we know that students differ in their developmental abilities from Kindergarten through grade 6, it is obvious that no program of materials is going to be appropriate for all levels. Also, inherent in the development of materials is the issue of a student moving into a district, not having studied foreign

language in his/her prior school district. The question is always, what do you do with students who enter the program three or four years after that program has begun? I honestly don't see publishers being able to address these needs.

I do believe that at a national level as we find many more foreign language programs emerging we need to look for some sort of finances to establish a national clearing house for foreign language materials for use in the elementary school. We know that around the nation there are many excellent materials that are appropriate for teaching languages at all levels of the elementary school. Some concerted effort has to be made to at least establish curriculum guides from those districts for use by language teachers in other programs. A model is set forth for us in other nations in terms of national materials development centers and I think that if we could unite as a profession we would perhaps be able to secure some funding to establish a clearing house or summer institutes for materials development. We have shared enormous amounts of materials from district to district and relied upon the expertise of elementary language teachers for the creation of those materials. If, in fact, districts are committed to programs, they, in addition to looking at professional development and in-service activities, have to build time into the schedule for teachers to get together to jointly plan curriculum and develop materials. One good thing about teaching foreign languages in the elementary school is that we do have access to a variety of materials that are used in regular elementary classrooms. In any case, the subject of materials is a thorny one that needs attention from professional organizations and universities.

Christine Brown
Glastonbury, CT.

5.2 MATERIAL

Materials are an integral part of any second language program but perhaps even more so when the program involves elementary students. Many publishers produce elementary second language series. I use the first level of the Vive le francais! series published by Addison-Wesley as a resource for conversations, listening aids, and some activities. In addition to this text series, I have found two other commercial materials helpful. "Teach Me Tapes Inc., Minneapolis, MN, is a cassette of songs about simple everyday activities performed in both French and English. Included with the cassette is an illustrated booklet with the lyrics of the songs written in French. The Springboard to Foreign Language Series, "French For Children," by the Language School, Seattle, WA, is the second commercial product I use. "French For Children" consists of a cassette and manual. The manual contains the cassette script and some activity sheets. TPR (Total Physical Response) is the method used with this program. The topics come from everyday life experiences. Concordia Language Camps, Moorhead, MN, also produces useful elementary activities that have been successfully used in a camp setting.

Teacher written thematic units have proven the most useful to me as I teach French. By using the thematic units, I am able to vary the curriculum. I am not tied to a traditional second language program, but I am able to change the content of the course to best meet the needs, abilities, and interests of the students.

The thematic units are written using the following format:

1. Setting
   1.1 Title
   1.2 Grade
   1.3 Time
   1.4 Assumptions

2. Objectives
   2.1 Linguistic
   2.2 Cultural
   2.3 Democratic behavior

3. Content
   3.1 Dialogues
   3.2 Lexical items
   3.3 Language practice

4. Material
   4.1 Audio-visual equipment
   4.2 Visuals
   4.3 Practice
   4.4 Miscellaneous

5. Procedures
   5.1 Initiatory
   5.2 Developmental
      5.2.1 Listening
      5.2.2 Speaking
      5.2.3 Reading and writing
      5.2.4 Cultural

6. Evaluation
   6.1 Informal
   6.2 Formal

Most of the materials I use are teacher made. The materials I make are more useful in that they relate exactly to what I am teaching. Below are some helpful hints to be considered as materials are made.

1. When enlarging pictures from books, coloring books, catalogues, for vocabulary posters and bulletin board posters, make transparencies and then use an overhead projector rather

than an opaque projector. In this way, the teacher has both transparencies and vocabulary posters ready-made.

2. Instead of writing or gluing directions on envelopes that contain pieces for various activities, print the directions on a different color paper and insert them directly into the envelope.

3. When making several sets of card games, use a different color for each complete set. If a card becomes misplaced, it is easy to identify its proper location.

4. Since "Je l'ai!" (Bingo) is such a versatile game, have a supply of blank student game sheets so the students can complete them by either writing or drawing the appropriate items.

Although numerous commercial materials exist for second language learning in the elementary school, I have found much of it to be geared towards the learning of lists of words, tied to the skills of reading and writing. Since I concentrate more heavily in the areas of listening and speaking in communicative situations, many of the prepared materials are inappropriate. I use thematic units which I have written along with teacher-made supplementary materials. The commercial materials which I use are tapes for singing, listening, and other listening and speaking activities.

Philip Korfe

Sioux Falls, SD

5.3 MATERIALS FOR FLES PROGRAMS

There is a diversity of materials available from commercial sources which can be adapted to FLES or which have been manufactured expressly for FLES programs. Also, many materials can be used for classes, such as crafts projects, props, flannel boards, puppets, puzzles, games, toys, and visuals: flashcards, transparencies, posters, maps, photographs, and all of the technological equipment mentioned elsewhere in this report. However, one of the major components of a successful FLES program is the curriculum, and the materials for the program hinge directly on the chosen curriculum.

At the University of Denver, under the auspices of a Federal Government-funded project, a unique curriculum is being developed along with the special materials needed to implement it. The curriculum is thematic. The theme is based on the unusual activities of a dinosaur named Esteve, for the Spanish version, and Ichiro, for the Japanese version. Acknowledging the fact that there are certain generally accepted topics to be covered in first year FLES, the committee is seeking to integrate those topics (e.g., clothing, foods, numbers, parts of the body, colors, animals, etc.) into a text which will appeal to young children and will motivate them to learn a second language. A dinosaur (a stegosaurus) has been chosen as the main character of a continuing story based on a methodology which focuses on student learning through actions and involvement. The target language is being taught through TPR (Total Physical Response) and the Natural Approach with numerous supplementary activities such as games, songs, chants, small group situations, and

specially created audio-visual aids. Each teacher has been provided with a six-foot inflatable dinosaur (purchased for $7.50 at the local wholesale store) which has become the center of every language lesson: Dance with the dinosaur, Count the plates on the dinosaur's back, Feed the dinosaur; he's herbivorous... trees, plants, leaves, etc. A spaceship voyage, aerobic exercises in the park (TPR: raise you arms, touch you toes, etc.), an allergy to a purple plant (A dinosaur has a big sneeze!), a visit to the Planet of the Animals for the antidote to the allergy, a suitcase that is so full it will not close (When a dinosaur sits on it, it closes!)--all these are elements of the many episodes around which the targeted vocabulary is being introduced.

Following is s sample of one scene to show a typical segment of the curriculum. The dinosaur goes to the post office to mail the invitation to his birthday party, confronts the purple plant, and when he sneezes there is subsequent havoc with everything movable in the post office!

11. Go in the post office. Entren - entre el correo.
12. Close the door of the post office. Cierren- cierre la puerta del correo.
...
15. Smell the purple plant. Huelan - huela la planta morada.
16. Put the handkerchief over your nose.
    Pongan - ponga el panuelo sobre su nariz.
17. Sneeze! Sneeze! Sneeze! ¡Estornuden - estornude!
    Class: " Hachís!"
18. Cover your ears! ¡Cubran - cubra sus orejas!
19. Sneeze! Sneeze! ¡Estornuden - estornude!

Note to teacher: Scatter off table: letters, stamps, pencils, hats and paper.

Eleanor R. Hoffman

University of Denver, CO.

5.4 THE NATIONAL FLES/FLEX/IMMERSION MATERIALS CENTER

In order to help teachers, parents, school administrators and students and others familiarize themselves with the current literature and information about elementary school and middle school foreign language programs, the FLES/FLEX/IMMERSION MATERIALS CENTER has been established. There are a number of commercial texts, workbooks and multi-media kits on hand already.

We are seeking samples of curriculum units, teacher-made materials, student-made materials, photographs, teaching aids, motivational and reinforcement games, etc. The CENTER, located on the University of Maryland/Baltimore County campus, is used in conjunction with a course entitled: Methods of Teaching Foreign Languages on the Elementary School Level. The materials in the CENTER will receive wide use and publicity for the contributors.

If teachers and others are kind enough to send samples of teacher-made materials for the CENTER with permission to duplicate and disseminate, we will be pleased to send A FLES* PACKET, containing useful information for teachers.

Please send to: FLES,FLEX,Immersion CENTER
University of Maryland/Baltimore County
Catonsville, Md. 21228
ATT: Dr. Gladys Lipton

6. EVALUATION OF FLES PROGRAMS

Despite the preponderance of English as an international language in business and government, the knowledge of other languages is being recognized once again as important in the "global village." Consequently, foreign language requirements are being changed at the high school and college levels, and more programs are being offered to middle school and elementary students. In evaluating progress in foreign language, it is important to keep in mind what the goals are, and, at the elementary school level, the goals do not necessarily include fluency on a wide range of topics, and a thorough understanding of grammar. They do include, however, the awareness that English is not the only way to communicate, that it is important to speak to foreigners in their own language, not always to assume that they will speak English.

While traditional written methods of evaluation may be used successfully at the high school and middle school levels, it is very difficult to evaluate quantitatively the oral work that makes up a great amount of the foreign language study at the elementary level. I would like to suggest, with caution, however, that the following areas be taken into consideration when evaluating an elementary program, class, or individual: general participation, acquisition of accent in the language, and retention and appropriate use of vocabulary.

Although there will always be children who, despite a teacher's best efforts, are not interested in learning a foreign language, it is hoped that their lack of interest will not be destructive to the atmosphere of learning in the class. On the other hand, it is important to take into consideration the various forms a child's participation can take. Bringing in artifacts from francophone countries, such as tapes, posters, T-shirts, pointing out French words seen or heard on television or in books, recounting anecdotes about any French-speaking family member or visitor, can indicate an interest and curiosity as much as verbal responses in a formal lesson, hand-waving and eager recitation of memorized lists of words or phrases, and should be encouraged for the benefit of all members of the class.

Acquisition of accent is quite important for effective communication, and I am convinced that every child is able to pronounce the sounds of a foreign language, given time and a receptive, non-judgmental atmosphere. Some will learn sooner, because of a good ear, an affinity for or familiarity with another language already, and some later, because of speech impediments of one kind or another (even growth and loss of teeth) or shyness. Of course each child recognizes if she/he is pronouncing words as the teacher does, and can therefore measure his/her own progress, especially when that progress is pointed out by the teacher, on an on-going basis.

The last area of evaluation, retention and appropriate use

of vocabulary, can be measured in several ways:

1) Recitation. Over the course of the year, the children will have learned several poems, songs or conversations. Allowing them to choose and recite a poem, in front of the class is a very traditional but effective evaluative method at the elementary level.

2) Oral recognition of words. The teacher can distribute pictures of the vocabulary and then read the list. The children can mark the pictures accordingly. With more advanced children, phrases can be read aloud and action pictures can be identified according to the action read. Older children can be asked to write words, too,, in a "Dictée Preparée", if they have been taught the sounds, and if they are well prepared.

While formal evaluation is of course necessary in foreign language at the elementary level, as in any other major academic subject, a generous quantity of positive reinforcement should be included in the process. We are teaching an attitude towards other languages, cultures and peoples, so that the children see the importance of continued language study, including functional grammar, literature, and history. The ultimate goal is to have a more effective world citizenry.

Phyllis Whitten
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PART IV SO YOU WANT TO HAVE AN IMMERSION PROGRAM!

1.1 OBJECTIVES OF IMMERSION PROGRAMS

In any Immersion program at the elementary level, the primary objective is obviously to create an atmosphere in which the child can learn a foreign language as effortlessly as possible. The ideal teaching situation would be, of course, one that would closely parallel the situation that most human beings find themselves in during the first years after birth, that is, a one-to-one relationship with a caring adult who not only reinforces pronunciation and vocabulary but repeats for the child willingly, and who corrects gently and with much patience! Another factor in an ideal teaching/learning situation is <u>time.</u> Mothers and young children generally spend most of their waking hours together. During this time, language is constantly being learned and taught through the intimacy of this relationship. Such large amounts of time on task can hardly be duplicated in a school situation; therefore, the goals and objectives of an in-school programs must be somewhat modified.

At the very least, children should HEAR a great deal more language initially than they are required to SPEAK. This is what happens during the first 18 months after birth. Therefore, the Total Immersion teacher must be able to speak the foreign language fluently, not only on a literary level, but more importantly for the children, on a simpler level, where the vocabulary of the child's world can be reinforced through elementary commands and statements. (Example: Look at the big

birds. I don't like green apples. Show me where you hid the crayons.) When and if such commands are carried out, even wordlessly, by the child, progress is being made!

Eventually, depending again on the time allotted to the foreign language program, children should be expected to give one-word answers to questions asked in the target language. Through manipulation and play with toys and through participation in games and dances, longer statements and answers will be expected. By this time, the child is well on the way to the more complicated skills of tense mastery and the more sophisticated vocabulary and structures involved in mastering any language.

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1.2 OBJECTIVES AND SKILLS DEVELOPMENT (AND PROGRAM DESCRIPTION) IN IMMERSION PROGRAMS.

Language immersion is an approach to second language instruction in which the usual curriculum activities are conducted in a second language. This means that the new language is the medium as well as the object of instruction. From the minute the children arrive at school in the morning, they hear only the second language from the teacher. All classroom conversation and instructions are in the second language. In this way the children acquire the second language in play and work situations that are related to meaningful communication. The emphasis is on the learning activity (reading, mathematics, social studies, art etc.) not the language.

Children in United States and Canadian immersion programs are English speakers who are learning to speak a foreign language such as French, German, Spanish, or Chinese. Teachers are native or near-native speakers of the second language. Since all of the students in an immersion class are monolingual, they begin on an equal footing with each other with regard to second language skills. The children tend to show little anxiety or frustration about learning in another language because the things they learn are within their experience, and because every effort is made to put messages into a meaningful context.

Immersion has become popular both in Canada where the concept originated with over 170,000 students enrolled and the United States where there are approximately 9000 students enrolled. The goals most commonly found in immersion programs

are:

1) Functional proficiency in the second language; children are able to communicate in the second language on topics appropriate to their age level.
2) Mastery of subject content material of the school district curriculum.
3) Cross-cultural understanding
4) Achievement in English language arts comparable to or surpassing the achievement of students in English-only programs.

Immersion programs vary in the amount of time devoted to instruction in the second language (total or partial immersion), and in the level of entry (early, middle or late immersion), and the point at which English reading is introduced. The following definitions explain terms associated with immersion in the United State and Canada:

TOTAL IMMERSION

The second language is used for the entire school day during the first two or three years. In early total immersion programs reading is taught through the second language. Instruction by means of English is introduced gradually and the amount of English is increased until the sixth grade, where up to half the day is spent in English and half in the second language.

In the early immersion classroom the students initially communicate with each other in English. They also use English to communicate with the teacher who responds to them in the second language. This reduces anxiety and allows them a silent period

where they can begin to build up their comprehension. Within a year and a half to two years in the program, the students move rather automatically into speech production. When reading skills are introduced, it is done through the second language. After two or three years in a total immersion program, formal English Language Arts is introduced for thirty minutes to an hour each day in the second or third grade. As the students progress through the middle grades, the amount of English is gradually increased until in grades five or six, there is a balance of both the second language and English. It is often the case that slight variations in program design occur depending upon the needs, desires and resources of an individual school district, but the basic concept, goals, and methodology of the immersion approach remain the same.

PARTIAL IMMERSION

Instruction is in the second language for part (at least half) of the school day. The amount of instruction in the second language usually remains constant throughout the elementary school program. In early partial immersion programs students frequently learn to read in both languages at the same time.

In partial immersion programs, the amount of second language instruction usually remains constant throughout the elementary school program. Some school administrators have opted for a partial rather than a total immersion program due to cost factors, scheduling factors, or the fear often held by parents,

that students in total immersion programs would be lacking in native language skills.

EARLY IMMERSION

Students begin learning through the second language in kindergarten or first grade.

LATE IMMERSION

Students begin learning through the second language at the end of elementary school or the beginning of middle school or high school. Many students entering late immersion programs have had previous foreign language instruction (30-60 minutes per day) in the second language. The time alottment in late immersion programs may vary from 50% to 100% of the day spent in the second language.

Genesee (1984) has defined late immersion programs as programs where at least half the school day is spent in the second language and in which at least two subject content areas are taught through the second language.

TWO-WAY IMMERSION

Two-way immersion, or bilingual programs, are similar to regular immersion programs except that the students include native speakers of the target language as well as native speakers of English. The goals of two-way immersion, in addition to subject content mastery, are that the English speaking students become functionally proficient in the second language and that

the second language speakers become functionally proficient in English.

CONTINUING IMMERSION

Continuing immersion programs are designed to maintain the language skills already developed in total or partial immersion programs and to further develop them to as high a degree as possible. Continuing immersion programs are found at the middle school/junior high or secondary levels.

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2.1 PROGRAM PLANNING FOR IMMERSION

DECISIONS

Several decisions are involved in planning and implementing an immersion program. Program planners in collaboration with appropriate school district personnel, parents, and community members must identify the target language, the type and grade levels of the program, and the participants in the program.

Program planners must choose between total or partial immersion, and decide at what grade level to begin the program. Immersion programs may be either total or partial. Total immersion means that the entire school day is conducted in the target language. As students advance through the grades, English language arts are introduced and an increasing portion of instruction is conducted in English. Thus, by grades 2-6, the ratio of instruction in the target language and in English may range from 80/20 to 50/50. In partial immersion programs, the instructional day is divided equally (50/50) between instruction through the target language and through English.

An immersion program may begin at a variety of grade levels. An early immersion begins in kindergarten or grade 1. A middle program begins in grades 4-6. Late immersion programs begin in grade 7 and above.

The target language must be selected for the immersion program. This selection should be based on community interest, available resources, and feasibility of implementation. The linguistic and cultural heritage of the local community and the proximity of the community to concentrations of ethnic/linguistic populations may influence the language selection. In addition, program planners must consider the availability of instructional resources for the target language: appropriately trained teachers and instructional materials must be available to implement a successful immersion program. For example, a total immersion program in Chinese Grades K-6 may be difficult to implement if there are no teachers available and little in the way of instructional material to support the curriculum.

Other considerations in program planning include decisions as to whether the entire school population will participate or whether the program will operate within the parameters of the larger school setting (a program within a school). If the program is an option within the school, program planners must decide upon the appropriate number of students to participate per grade level, procedures for determining who enrolls in the immersion program, and how and if new students will be admitted to an ongoing program.

LAYING THE FOUNDATION FOR SUCCESS

Well before the implementation of a new immersion program,

staff must be selected. Teachers must be trained elementary school teachers who have native-like proficiency in the target language. Beyond their training as elementary teachers, immersion teachers require specialized training. This training should be conducted well before the opening of school and be ongoing during the first year of a teacher's tenure.

Immersion teacher training is important for the success of teachers not only in the classroom, but also for preparing for the classroom. Prior to program implementation immersion teachers should be involved in the development of instructional materials which interpret the local school's curriculum for immersion settings. Immersion teachers teach the same curriculum as non-immersion teachers, but they teach it differently. Immersion teachers must have sound training experience to prepare them, as well as time to plan how they will meet curricular objectives through immersion instruction. Part of this planning process will include evaluating and selecting instructional materials in the foreign language which support the local curriculum. Often such materials are not readily available; consequently, planning time must be made available for the preparation of teacher-made material.

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2.2 PROGRAM PLANNING FOR IMMERSION PROGRAMS

The foreign language offered in any school's program will, of course, largely depend on the make-up of the community and on the availability of staff to teach a particular language. The two most widely-taught foreign languages in the United States today are Spanish and French, but there is no reason why a program in Italian or Russian could not be implemented at the elementary level, should the parents so desire. If one does opt for a less widely-taught language, however, one should be reasonably sure that teachers will be available to implement teaching in that language as the children grow older. Long-range planning is <u>essential,</u> if the program is truly aimed at making the children as nearly bi-lingual as possible!

Secondly, the program should be planned so that the children can have as many contact periods as possible each week with the target language, even though these periods may be quite short. It is better, for example, that children meet five times each week for 15 minutes than for two times each week for 40 minutes. One must also remember: the younger the child, the shorter the attention span! Games, songs and listening/guessing activities may last only 2-3 minutes each at the very youngest levels (3-4 yr. old).

Crafts, painting, clay modeling and other kinds of "hands-on" activities can all be carried out with the teacher speaking

the foreign language at all times. A group of 5 yr. old children busy painting a forest scene will have no trouble understanding a teacher saying: "Regardez, les enfants! L'arbre de Michael est tres grand! Et voici l'arbre de Mary - comme il est petit! Andrew a peint une petite maison devant les arbres!" etc.

Teacher preparation may well be the crucial element in program planning. Most foreign language majors in the United States, having begun their study of their particular language at age 13 or older, do not have within their "intellectual baggage" the chants, songs, games, and little sayings of childhood. Moreover, those who major in elementary education frequently do not have enough background in foreign language to be able to teach it to their pupils with ease.

Universities will hopefully begin to recognize the need to blend the qualities of these two different major areas and to create undergraduate programs that will prepare students to teach foreign languages at the earliest levels.

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2.3 CULTURE IN IMMERSION PROGRAMS

In immersion programs instruction in the target culture is not as clearly defined as it may be in other forms of elementary school foreign language programs. In both FLES and FLEX clear objectives for developing cultural knowledge, attitudes, and behaviors are part of the curriculum. Teachers regularly plan for instruction in this aspect of the foreign language curriculum. In contrast, the objective of the immersion program are to teach the regular school curriculum through the medium of a foreign language. Since immersion is not a program of explicit language instruction, it is easy to overlook instruction in the culture of those who speak the target language.

In immersion culture is best taught through the curriculum itself. Since students learn the content areas via the FL, the content areas may serve as a springboard for cultural learning as well. Nowhere is this more appropriate or feasible than in the social sciences. Since the social sciences emphasize a growing awareness of the child's immediate and wider environment, they serve as a natural bridge to the target culture. For instance, primary grade youngsters learn about their own family and then other families around the world. Obviously, this is the ideal point at which to teach about the composition, relationships, and roles of families and family members in the target culture. Similarly, social studies units on communities, cities and regions may serve as vehicles for teaching about the composition

of communities in the target culture, the goods and services available there, and how these compare and contrast with those found in the local community, city, and region. Fifth graders learning about the exploration of the New World can learn about the historical contributions of the target culture to the formation of our own culture, and how those contributions and influences continue today.

To the extent feasible, other content areas serve as vehicles for acquiring cultural knowledge and attitudes as well. In reading/language arts students may gain familiarity with children's literature, folktales, and fables of the target culture. Drama may allow them to role-play situations particular to the target culture. Writing experiences such as poetry allow for creative expression in forms common to the literary tradition of the target culture. Letter writing appropriate to the target culture may be learned in contrast and comparison to English language formats. In science students may learn about habitats, weather,flora and fauna characteristic of the ares where the target language is spoken. Certainly art, music, and physical education provide extensive opportunities to integrate experiences which develop cultural knowledge and awareness while meeting the objectives of the local school curriculum.

While cultural learning is easily accomplished in immersion programs through integration with content area instruction, it is essential that such learning be a planned, not incidental, part

of the program. The program's objectives must clearly state what cultural knowledge, skills, and attitudes are to be developed at each grade level, and suggest areas in which such learning is most feasibly accomplished. Teachers should assiduously plan to achieve those objectives in the course of planning for content area instruction.

One other aspect of cultural learning characterizes immersion instruction. Since all classroom communication is conducted in the target language and since teachers must demonstrate native-like proficiency in the language, students gain familiarity with the verbal and non-verbal nuances of language related to culture. Social distance, levels of register, degrees of politeness, physical proximity between speakers and paralinguistic features such as gestures are communicated to students along with the denotative meaning of the teacher's language. Through extensive and continual interaction with teachers as role models, students thus acquire some degree of knowledge (whether implicit or explicit) of the cultural aspects of communicating in the target language.

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3.IMMERSION -- WHAT THE RESEARCH SAYS

Questions about achievement have been a common concern among parents and administrators who have wondered if children in immersion programs would fall behind the traditional English-only classes. Many research studies from Canada, a country with 27 years of experience with French immersion programs, have shown that immersion students achieve as well as or better than their monolingual peers in content subjects, even though they learned those subjects through a second language. The children do show a temporary lag in the development of their English language skills, but this lag is quickly made up once English language arts instruction is introduced.

The positive effects of immersion have been well documented in longitudinal studies beginning with the well known Bilingual Education of Children: The St. Lambert Experiment, by W.E. Lambert and G.R. Tucker (1972) and continuing with the many studies done under the auspices of the Ontario Institute for Studies in Education. The majority of the research on immersion programs has been conducted with Canadian students, primarily because Canada has had immersion programs longer than the United States (Canada started their first immersion program in 1965 while the United States started theirs in 1971), and has ten times more students. The research on early immersion not only is reassuring about achievement but also indicates desirable side effects. Merrill Swain (1979) summarizes the research related to immersion programs in Canada:

EFFECTS ON ENGLISH SKILLS -- By the end of fourth grade, the immersion students and their English-educated peers perform equivalently. By the end of fifth grade, the immersion students often outperform the comparison groups on several aspects of measured English skills -- for example, reading comprehension and vocabulary knowledge.

EFFECTS ON SECOND LANGUAGE SKILLS -- The results reveal consistently superior performance in French skills as compared to students who have had a traditional program of French instruction. The results also show that the immersion students score as well on French proficiency instruments as 30 percent of the native-speaking students.

EFFECTS ON THE LEARNING OF SUBJECT CONTENT MATERIAL -- On standardized tests given in English, science, social studies, and mathematics, the immersion students who had been taught the subject matter in French, perform as well as their monolingual peers.

OTHER EFFECTS OF IMMERSION PROGRAMS -- Many studies show that bilingualism can positively influence aspects of cognitive and linguistic growth (Cummins, 1976).

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4. MATERIALS FOR IMMERSION

Materials used in immersion programs must support the local school district curriculum and be entirely in the target language. Such materials may be adapted from English instructional materials, be commercially produced, or be teacher made.

SOURCES OF MATERIALS

A wealth of instructional materials exists to teach the elementary school curriculum. Some of these may be used with little or no adaptation. Visuals, manipulative, hands-on science kits are all readily available materials which can (and should) be used in immersion instruction. Non-print media such as films, filmstrips and videos with accompanying English narration may be used with some adaptation: Immersion teachers may prepare and record narrations in the target language to accompany them. Print materials are the least likely materials to be adapted, although in the early grades many text materials for social studies and science are primarily pictorial and have little, if any, printed text. Adaptations of mathematics materials which have minimal language (e.g., directions only) can easily be made by teachers who substitute foreign language text for the English directions.

While visuals, manipulative, hands-on kits and other non-

print materials may be readily adapted to the immersion classroom, more often than not adaptation of English language print materials is not feasible. Therefore, print materials in the target language must be identified, evaluated and selected. Materials written to teach the content areas to native speakers can be obtained from abroad or, in the case of French and Spanish, domestically. Materials produced abroad have the advantage of being rich in cultural information that is often lacking in domestically produced texts. On the other hand, texts developed for the U.S. market are more likely to support the curriculum of the local school and be in keeping with commonly accepted criteria for the selection of texts. For example, texts produced abroad may make references to religion not usually acceptable in public school materials; texts from abroad generally do not provide the equitable representation of races, ethnicity, and sexes desired by most school districts. Whether imported from outside the U.S. or produced within, materials written for native speakers of the target language are often at a linguistic level which exceeds the proficiency level of most immersion students, particularly at the early grades.

Teacher made materials often result in the best fit between the demands of the curriculum and the needs of students. Unfortunately, the burden this places on immersion teachers can be quite extensive. As the number of immersion programs in the U.S. grows, one promising direction is the exchange of curriculum materials among programs. Indeed, many of the more mature

programs have developed an impressive array of instructional materials suited for immersion students and are most willing to share these with others.

CRITERIA FOR SELECTING MATERIALS

Materials used in immersion programs should:

- be appropriate to the local school's philosophy of instruction.

For example, if the school emphasizes hands-on science instruction, immersion science materials should not be primarily print and text. Or, if the local school uses the whole language approach to reading/language arts, an immersion reading program that relies primarily on phonics will be incompatible with the school's philosophy.

- support the local school curriculum.

Materials should be compatible with the content of instruction at each grade level in each subject. For example, it hardly pays to buy even the most well developed social studies textbooks if the contents of the text at each grade do not coincide with the content objectives of the local school's social studies curriculum.

•be commensurate with the linguistic capabilities of immersion students.

Because immersion students are still developing foreign language proficiency, text materials may be appropriate to their conceptual development but inappropriate to their linguistic development. If students are barely reading in the foreign language a text that has extensive print and few visuals to support the printed word may be beyond the reach of the students. This consideration is particularly important in partial immersion programs in which students' cognitive skills may well exceed their ability to process print information in the foreign language.

•be affordable.

Foreign language texts may be particularly expensive in comparison to the same materials in English even when produced by the same domestic publisher. Imported texts can be especially prohibitive. Consideration should be given to the benefits of the materials to be purchased in relation to the costs involved.

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PART V SO YOU WANT TO HAVE A FLES,FLEX OR IMMERSION PROGRAM!

1. CAUTIONS IN FLES PROGRAM PLANNING AND IMPLEMENTATION

GOALS. Goals must be realistic, achievable, and stated in measurable terms. Promise only what you can produce. An examination of existing programs, and what they are able to achieve, may facilitate goal setting.

ARTICULATION. It is almost impossible to over-emphasize the importance of ensuring articulation from the initial planning stages of a new or expanded elementary school foreign language programs. A FLEX program may exist as an entity; however FLES and Immersion program begin a sequence of language skills which must be augmented and polished at every step in the FL continuum from elementary beginning to grade 12. Any gap or weak link in this sequence seriously undermines the quality of the entire program. Seeking consensus from all teachers and administrators who will eventually deal with FL students in the elementary, junior high and high school on goals, content, and techniques, must be achieved before the elementary program is implemented.

LANGUAGES. The selection of which language(s) to be taught has many implications. It is important not to build a program around the ability of a single teacher and his/her specific language capability. General availability of potential staff members must be considered.

If a community has a strong ethnic background, language selection may seem to be an easy decision. Selecting one language to be taught throughout the district is usually easier to staff, to supply and to schedule. However, the high school into which the elementary school feeds has a very serious vested interest in the language(s) offered at the elementary school level. Staffing needs and course offerings at the high school will be greatly impacted by a flood of incoming students pre-programmed into one or two languages. another reason for involving representatives from the high school in planning the elementary program.

COMMUNITY SURVEYS. Community or, more often, parent surveys are usually used to provide broad based support for an elementary FL program. However, there are certain risks involved. A survey may not really reflect informed or even carefully considered opinions of those responding. If a survey elicits primarily pre-conceived notions based on vaguely recalled magazine articles, on personal ethnic bias, on long gone high school FL experiences or on a lack of sufficient interest to do more than a superficial check of yes/no responses, direction may be indicated in language choice, grade level beginnings, and funding options which are impractical and possibly contrary to planning a sound program. Distributing general information to the public before a survey is held, promotes a more thoughtful and informed response.

TIME. Do not equate total number of minutes per week with

grade levels or with achievement expectations. The same amount of exposure at different age levels will not produce the same results in knowledge or skills.

Class periods in FLEX and FLES programs generally are shorter for the younger learner, increasing in length with the students' maturity and experience. Shorter frequent periods are more effective than longer infrequent ones.

SUPPORT. Do not lose the support of those who initiated the program. Keep them involved from year to year.

COORDINATION. One staff member should have the responsibility both for the day-to-day operation of the FL program and for long term planning. It is important that one person monitors all aspects of the program to keep it on track. In a small district, one of the FLES teachers might have released time for this added task. An administrator could also have some responsibility for FL program support. It is wise to have as many as possible feel "ownership" of the program.

MATERIALS. Program goals and design should precede material selection. It is all too common for those in the initial stages of program development to seek a text or series and then conclude that they have developed a program. A program is a plan for years, involving a carefully planned and controlled sequence of skills development. Materials should be selected (or made) which support these goals. Materials are neither goals nor programs.

TEACHERS. Much more than language competence is important in selecting staff for elementary FL programs. An ability and a desire to relate to young children, knowledge of their learning patterns, and a liberal amount of creativity are vital components of the elementary school FL teacher. This does not disqualify high school "retreads", but the success of the program depends on the ability of the staff to reach children. (See Teacher Competencies)

FUNDING. Whichever type program is chosen, a realistic assessment of costs is necessary, as well as a commitment to fund the program for years to come. Though a pilot program is advisable for many reasons, future funding should not depend on the use of the pilot program as a "trial run".

COMPROMISE. Few FL programs are ideals. Some compromise is usual. Whatever the options are, logic dictates that we select the strongest program for the most students. Diluting the program to give a wide range of grade levels a smattering of foreign language will not result in feelings of success for either students, staff, parents or administrators.

There should be no compromise on insisting that a district-funded foreign language program be an integral part of the total educational offering of the district, that it take place during the regular school day, and that it have the same status as any other basic subject area.

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2. CAUTIONS IN IMMERSION PROGRAM PLANNING

Immersion has proven to be such an eminently successful form of teaching foreign languages that it may be difficult to remember that there are significant caveats for those who plan, administer, or evaluate immersion programs. Some of the issues which face immersion educators are discussed below.

STAFFING: An educational program is only as good as those who teach in it. This is certainly true of immersion. However, there is a severe shortage of qualified immersion teachers in both the United States and Canada. Program planners should resist the temptation to place partially qualified persons in teaching assignments in the hopes that teachers will learn on the job. It is preferable to delay program implementation while teachers refine or develop the needed skills rather than plunge into premature program initiation.

Immersion teachers must be trained in elementary education and have native-like proficiency in the target language. And while such persons are rare, these qualifications are only the beginning: immersion teaching is not the same as non-immersion elementary teaching. Immersion teachers have both pre-service and ongoing in-service training needs that are not being met in most programs. This situation is not helped by the absence of immersion teacher trainers at the post-secondary level: NOT A SINGLE TEACHER TRAINING INSTITUTION IN THE UNITED STATES PREPARES

IMMERSION TEACHERS. Therefore, local schools must insure that teachers have both adequate preparation for immersion education and that teachers are provided with ongoing opportunities for continued professional development.

CURRICULUM: Immersion programs should have well developed instructional guides that define how the local school curriculum is to be taught through the medium of a foreign language. Appropriate activities and resource materials should be included in such a guide.

In addition, careful planning for students' language growth must be part of the immersion curriculum. While immersion students do become highly proficient in the foreign language, such proficiency should not be a haphazard occurrence. Careful consideration should be given to what language skills are to be developed at each grade level, and most importantly, how these skills are to be developed. Guidelines for teachers regarding language teaching philosophy and resulting appropriate instructional strategies are needed to insure that language development is maximized and that teachers within the program are consistent in their approach.

ARTICULATION: Given the effectiveness of immersion at developing foreign language proficiency, it is important that students who complete an elementary school immersion program have the opportunity to continue their language development in the

middle and secondary years. Planning for the middle school level should begin when the elementary program is initiated, so that middle level administrators and teachers both understand the immersion program and are committed to an articulated sequence of language development for program graduates. Likewise, secondary administrators and teachers must be involved in and committed to meeting the instructional needs of immersion program graduates.

PARENTS: Parents are the immersion program's strongest allies. Effective administrators and teachers collaborate with parents to insure that the program meets its stated objectives, and to support students' cognitive and linguistic development. Because the parents of students new to immersion are often somewhat anxious about the effects of immersion instruction on their child's development, immersion educators should maintain extensive and frequent communication with parents. When goals and information are shared, all parties benefit.

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3.TECHNOLOGY

If you are planning to implement a FLES program in your school, you should make provisions to include the use of technology (e.g., videocassette, computer software, and audio cassettes). It provides an excellent added dimension to a FLES program. Many schools already possess the necessary equipment-computers, VCRs, T.V.s, cassette players and video cameras. If a district does not own the equipment, rentals are easily obtained at a reasonable cost. Tapes can be erased and re-used so that on-going expenses are minimal.

A highly successful medium for teaching FLES is the video cassette recorder (VCR), its playback unit, and its video camera. Interactive video, where instruction is based on students' learning through actions and involvement with the scene on the videocassette, is highly motivational and effective. The students become actively involved in the learning process. The video can be stopped at any point ("Play," "Stop," "Rewind") for questions, answers, explanations or discussion about the scene just viewed. The video has the advantage of appealing to the auditory and visual senses. It promotes listening comprehension, especially when the students know in advance that they will have to respond to what they have seen and heard. The teacher can play back or advance the videocassette at random and thus have the repetition and reworking of a particular dialogue or grammatical construction. The sound can be turned off and the

students asked to supply the dialogue. The ease with which a video can be used is necessary in a busy elementary classroom. It is easy to watch a videocassette in segments. The number of minutes of play can be determined by the teacher who can adapt the length of viewing in accordance with the attention span of his/her group.

Another use of the video is to use the video camera to take pictures of the children while they are interacting during a class lesson or practicing a skit they have prepared. The children become excited about seeing themselves on the TV screen, and in addition, the same videocassette can be used for Public Relations to be shown at Back-to-School Nights, at PTO/PTA meetings, Open Houses, Curriculum Nights, and at Board of Education meetings.

There are many computer programs ("software") available on the market today which further motivate children to learn a second language. The software for FLES programs has several advantages. It can be used for reinforcing the material the teacher has already taught as well as for individual drill and practice. Because the student is essentially in control and can proceed at his/her own rate of speed,s/he can always return to a point on the disk that s/he did not initially master, and try again. The instant feedback capacity of most programs, whether it affirms or denies a student's response, allows the student to work and progress independently. It also frees the teacher to

work with other students, and acts as a remedial vehicle for students who have been absent. Most of the commercial programs are pictorial with lively animated figures and graphics that capture a child's attention and have sound pedagogical methodology. There is a plethora of foreign language games on disks which the teacher can use for supplementary activities for practicing vocabulary and grammar. The games are engaging and challenging and the colorful graphics make the learning experience fun for the students. It is an excellent way to build and reinforce the fundamental skills, or for one student to focus on his/her individual needs. Teachers can also write their own programs so that the computer programs are compatible with the curriculum they are using in their classes. Authoring systems are helpful.

In addition, audio cassettes also play an important part in the classroom of second language acquisition. The teacher can make his/her own recordings of his/her curriculum materials, or purchase commercially prepared ones. Used for small group activities, several children can gather around a cassette player at one time, without the teacher, and complete any lesson the teacher has preassigned, e.g., a listening comprehension segment, vocabulary drills, directed conversation, etc. Read-along cassette tapes with accompanying texts are also plentiful for FLES. Furthermore, the audio cassette tape recorder allows the teacher to bring to the classroom many audio realia, especially the culture sounds of the target language, e.g., the Métro of Paris or the voices of vendors in a fish market in Marseilles.

Not to be ignored in this discussion of technology for FLES, is the equipment which is regularly used in elementary school classes - the overhead projector, the slide projector, the opaque projector, the filmstrip projector and the 16 MM projector. It is important to note that this equipment can, and should be, used for FLES teaching techniques and that it can also be combined, e.g., an audio cassette can be played while the overhead projector is being operated.

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4.1 SUPERVISION AND COORDINATION

Long-range planning is essential to any successful FLES* program.

Too often, programs in foreign language are presented as a "nice after-school activity for children's cultural enrichment" on a once-a-week basis. Parents are proud to be able to say their child can count to 20 in Spanish or name the days of the week in French, etc. Such accomplishments are fine, to be sure, but they do not necessarily lead to fluency in the target language! The amount of time on task is crucial here.

A carefully coordinated program should be considered from a district-wide point of view. There questions, among others, must be asked:

-At what age should children begin the FLES program?

-Which language(s) should be taught?

-How will the program be staffed?

-How frequent and how long should contact periods be?

-How will the program be funded?

-If we begin with one grade this year (e.g. First Grade), can we provide money and staff so that the program can grow by one grade each year, thus guaranteeing continuity for the foreseeable future?

There are naturally many other important considerations in setting up a good program in FLES*. Authenticity of materials, for example, must not be neglected. (French materials may be difficult to import from France, easier to import from Canada);

Spanish materials are more readily available, due to the existence of many bi-lingual programs in the United States.

Coordination will also be enhanced if there is one supervisor who can visit and work with all staff involved within a given district. Teachers who teach the same language must learn that "Show and Tell" is a good rule for working with each other! Mutual sharing of materials and lesson plans, as well as agreement on long-term goals is a sine qua non of any language program, at any level.

Supervisors of FLES/ IMMERSION programs will ideally be professionals who are not only familiar with the language(s) being taught, but also with the characteristics and learning styles of young children. Supervision and evaluation will not concern itself with how well the teacher explains the use of the Imperfect Tense (Heaven forbid!), but rather with the teacher's fluent and natural use of the target language at all times, as much as possible, (continuity!) with the children and the encouragement and enthusiasm the teacher shows with all of her/his pupils in their daily progress.

Joan Feindler,

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4.2 SUPERVISION AND COORDINATION

As a district wide coordinator I certainly have a bias toward the kind of supervision and coordination plan that should be in place for successful elementary school programs. In Glastonbury, Connecticut, where we have had an elementary school FL program for the last 30 years, one of the major reasons for our success has been the fact that there has been a district-wide coordinator with the responsibility of not only supervising teachers K-12 but evaluating them. We in Glastonbury tend to meet as an entire department. Every year one of the elementary school foreign language teachers teaches a language course above the elementary level. When junior high school teachers are selected or moved into the junior high it is generally from the elementary school program that they spring. Nearly half of the department in the high school has had experience in teaching foreign language at other levels. I do realize that in some districts with strict union attitudes about teacher movement this can be a very difficult thing to accomplish. If there is a district-wide coordinator, however, and teachers have the concept of being an entire department the fears of teaching at different levels are lessened. If teachers cannot actually be moved to teach at different levels, they should be encouraged to observe one another throughout the year. If observing is a problem, that can easily be solved by videotaping classroom teachers in the elementary school and sharing those tapes with teachers at other levels. Of course, this holds true for taping teachers at the

high school and sharing those tapes with teachers in the elementary schools. In any event, a far greater attempt at articulation has to occur.

When we conduct curriculum reviews, materials selection, or plans for testing, our committees are comprised of teachers from every level. And on a lighter note, but one that I think is very important, we do tend to socialize as an entire department. In a district where there are thirty foreign language teachers that's not so much of a problem. I can appreciate that in districts where there are three hundred language teachers that might become a major issue. For school systems that are relatively small having a district-wide coordinator means that both the professional and the social activities can be carried on as a total group, wherever possible.

My general cautions for the readers of this paper would be that you really do need some centralized coordinator to make sure that the materials are well articulated and that the methodology and techniques for teaching language are appropriate for the particular grade levels. THE GREATER THE SENSE OF UNITY IN A DEPARTMENT AND THE GREATER THE MUTUAL RESPECT FOR ONE ANOTHER, THE GREATER THE CHANCES FOR SUCCESS. Where teachers feel isolated in departments without access to a director or district-wide coordinator, they can often become demoralized!

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5. ACCOUNTABILITY AND EVALUATION

So you want to have a FLES* program. Let's say you have taken all of the organizational steps, followed all of the suggested procedures, developed the curriculum materials, set the schedules, hired competent and enthusiastic teachers...in short, initiated an ideal situation. Now what?

Before you take another step, ask yourselves the following questions.

1. Are the goals realistic?

2. Do we have a wide base of support with parents, members of the community, teachers, administrators, others?

3. Does everyone understand the need for accountability -- the need for responsibility for the program?

4. Is an evaluation design in place -- one which will provide hard evidence as well as testimonials from many sources?

5. Has a pilot program been evaluated which demonstrates hard evidence that the children are learning the foreign language and not losing expected gains in all the other subjects of the curriculum?

6. Does every one understand and accept the importance of starting the study of a foreign language early?

7. Is every one involved in the program prepared, at a moment's notice, to JUSTIFY THE PROGRAM?

The final words of advice are: ACCOUNTABILITY AND EVALUATION

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6. THE NATIONAL FLES* COMMISSION OF AATF (FLES, FLEX, IMMERSION)

Standards/competencies for Effective Elementary School FL Teachers

Members of the 1987-1988 National FLES* Commission of AATF and other colleagues discussed and evolved the following list of essential competencies for teachers of FLES, FLEX and Immersion.

The three program models are differentiated in one major competency, namely that of proficiency in the target language. Teachers of Immersion should have near-native proficiency (both oral ad written) in the target language, while teachers of FLES and FLEX should have at least, functional. proficiency (both oral and written) in the target language.

Competency	Immersion	FLES	FLEX
Near-native proficiency (oral and written) in the target language	X		
Functional proficiency (oral and written) in the target language		X	X

In the other competencies considered by the Commission, there was agreement that there be no differentiation of standards for Immersion, FLES and FLEX. The competencies considered <u>essential</u> are as follows:

- -Knowledge of the target culture and how to teach it
  Multi-ethnic, multi-cultural sensitivity
- -Knowledge of the application of linguistics relevant to the linguistic goals of the program model
- -Knowledge of appropriate children's literature in the target language and an awareness and appreciation of children's literature in English

-Knowledge of elementary (and middle) school curriculum and methodologies

-Knowledge of child psychology and child development

-Knowledge of first and second language acquisition principles

-Ability to work effectively with children

-Knowledge of the rationale for teaching foreign language at this level and the ability to communicate this to others

-Ability to establish rapport with colleagues, parents and children

-Skilled in involving parents in the foreign language program

-Knowledge and understanding of the American elementary school setting

-Skilled in classroom management and conflict resolution

-Conversant with research relevant to the teaching of foreign languages in elementary school

-Near-native proficiency (oral and written) in English

It is hoped that these standards/competencies for teachers in FLES, FLEX and Immersion will serve as:

1. a guide in the development of teacher-training programs

2. a guide in employment interviews

3. a model for in service program

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